

**Syllabus**  
**Discernment and Discourse 1313**  
**MAYTERM 2014 (May 15-30)**

**Instructor: Dr. Lori Ann Stephens**

**Class Meets: 9AM-1:30PM, lunch break from 11:45-12:15**

**Office Location: DH 17H**

**Office hours: M,T,W,Th, 1:30-2 PM**

[loris@smu.edu](mailto:loris@smu.edu)

**classroom: TBA**

**214-768-4057**

**Identity Crisis: Youth in America**

This course will examine a variety of coming of age narratives (biographic, fictional, and essay) and explore external and internal pressures that arise from issues of race, alienation, violence, and gender expectations. A *bildungsroman* charts the main character's progression from childhood to maturity, a journey characterized by intellectual, psychological, or moral growth instigated by crisis. We'll compare Joseph Campbell's "hero's journey" to the modern "heroine's journey," investigate the historical transformation of America's vision of adolescence, and appraise the popularity and significance of foreign and dystopian narratives in the US. Using a selected list of texts, students will write an analytical research paper that examines how "narratives of crisis" are beneficial to youth.

**About Dr. Stephens:** Lori Ann Stephens specializes in coming-of-age literature, and in particular relationships between mothers and daughters. She is also the author of two novels: *Song of the Orange Moons* (Blooming Tree Press, 2010) and *Some Act of Vision* (ASD Press, 2013).

The syllabus will be posted/emailed two weeks before the semester begins to allow students time to read the texts in advance. **Thursday, May 15, 2014** is the day on which the syllabus, the course requirements, grading practices, class attendance policies, and all other matters described below will be explained. Before our first class, students should study the syllabus carefully to ask all their questions about the course on our first day of class. I recommend that students read as much of the assigned material as possible before our first class meeting. On **Friday, May 16, 2014**, students must bring to class the course textbooks and printed copies of the semester's assigned texts on Blackboard.

**Discernment and Discourse Student Learning Outcomes**

1. Students will state and defend a thesis with adequate attention to analysis and evidence.
2. Students will demonstrate an understanding of essay and paragraph development and organization.
3. Students will craft sentences with attention to audience, purpose, and tone, as well as sentence variety and diction.
4. Students will demonstrate proper use of grammatically and mechanically correct English.
5. Students will incorporate and document sources correctly and appropriately.

The primary objective of Discernment and Discourse 1313 is to help students become better writers and researchers.

**Course Texts**

Purchase the following at the SMU Bookstore:

*Huck's Raft: A History of American Childhood* by Steven Mintz

*The Curious Researcher* Plus NEW MyCompLab with eText (Ballenger)-- Access Card Package, 7/E, ISBN: 0321890302

*Barefoot Gen: A Cartoon Story of Hiroshima* Vol 1.(Keiji Nakazawa) ISBN-10: 0867196025

*Flight* by Sherman Alexie ISBN-10: 0802170374

*Fun Home: A Family Tragicomic* Alison Bechdel ISBN-10: 0618871713

*A Writer's Resource* (Third Edition, Eds. Maimon, Peritz and Yancy, 0077796020 PPK w/Connect + AC REPAIR)  
(you may reuse your DISC 1312 edition)

*Criteria 2012-2013* (reuse your DISC 1312 book)

Additional visual images, online texts, and assignments are located on Blackboard.

**Blackboard:** I expect students to consult Blackboard prior to each class meeting. With some frequency, I'll post texts to read, links, and writing worksheets to Blackboard. Printing and bringing the appropriate materials to class is a

requirement. Students who fail to bring the appropriate materials to class may be counted absent. I post grades regularly on Blackboard, and students may check Blackboard at any time to learn their current grade in the course.

**Attendance:** I will take roll at **9 AM** promptly each time class meets, beginning **May 15, 2014**. As noted in *Criteria 2012-13*, this class is a workshop class in which "attendance, preparation, and participation are both expected and required." In consideration of your peers, please be on time to class. Because the May Term is so short, regular attendance is essential. In accordance with the Discernment and Discourse Department Policy, students are allowed **1 excused absence** this semester. Students will fill out and bring to me a copy of the [medical excuse](http://smu.edu/healthcenter/policy/absenceclass.asp) (found at <http://smu.edu/healthcenter/policy/absenceclass.asp>) within one day of the absence. Per SMU's policy, **on the 2nd absence, students should expect an F for this class** (absence-failure); students cannot withdraw from this course. It is the responsibility of tardy students to make sure that their absence has been corrected to tardy. Correcting an absence to a tardy may be done only on the day of the tardy. **Three tardies in any morning or afternoon session will be counted as an absence, and students who come to class more than fifteen minutes late will be counted absent for the day.**

Students who travel for officially approved University activities should provide me with documentation written by the University official responsible for administering such travel.

Excused Absences for University Extracurricular Activities (University Undergraduate Catalogue): *Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor **prior** to any missed scheduled examination or other missed assignment for making up the work.*

Religious Observance: *Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)*

**Conferences:** Because of the brief schedule of Mayterm, I will offer individual conferences every day after class. **All students are required to sign up for at least one individual conference time during this semester.** This conference is especially important because it allows the student extended individual time to focus on writing skills.

**Contacting the Instructor:** Students are welcome to contact me in person or by telephone during office hours. Email, however, is usually the best method of reaching me to set an individual conference.

**Course Requirements:** To complete the course successfully, students must write three essays (two written primarily out of class and one written in class). Throughout the semester, students will turn in typed Notes that are graded like quizzes (students may not "make up" Notes grades). Students who miss required in-class essay and who have an excused absence may make up the missed work during my office hours on the following day. The value of the assignments is listed below:

Literary Analysis (4 typed pages)	20 %	<b>Grading Scale:</b>	
		94-100	A
ImageText Analysis (4 typed pages)	20 %	90-93	A-
		87-89	B+
Research Paper Annotated Bib (3-4 typed pages)	15 %	83-86	B
		80-82	B-
Research Paper (10 typed pages)	25%	77-79	C+
		73-76	C
Formal Notes on Sources (4 typed pages)	15%	70-72	C-*
		67-69	D+
Research Blog	5%	63-66	D
		60-62	D-
		0-59	F

\*Students must earn a grade of C- or higher to satisfy the University's General Education Written Communication requirement. Students earning a grade below C- must repeat the course the following semester.

**Late or ineffective work:** I do not normally accept late papers. Students must make appointments to discuss any potential late papers and grade penalties. Students who do not submit a good-faith effort during the drafting stages of a paper will have up to five points deducted from the final grade on the paper.

**Honor Code:** All work for this course (Notes, in-class and out-of-class papers, anything submitted to meet a requirement or to earn a grade) is governed by the SMU Honor Code. Any student with a question about what constitutes cheating or plagiarism should raise that question on syllabus discussion day or through conversation with me as the course progresses. In general, consulting with anyone not enrolled in the course or employed in SMU's Learning Enhancement Center will be treated as intentional cheating. All essays submitted in the course are subject to review through "SafeAssign," which is a computer- and web-based plagiarism recognition program; all students must keep on file an electronic version of all out-of-class essays throughout the semester.

**Disabilities:** Disability Accommodations: Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

*Throughout the semester, a week's notice is needed to set up accommodations for tests and in-class writing assignments. Ideally, to avoid delays, please submit your letters during my office hours at the beginning of the semester or as soon as possible after you receive them.*

**Electronic Equipment:** We will use laptop computers (or iPads with keyboards) in class, but only for class-related activities. Let's face it: it's rude to check email, surf the web, work on other courses, play games, or perform any tasks not directly related to activities in class. Students who use their laptops for tasks unrelated to the day's activity will be counted absent for the day and will see a five-point penalty on the next essay assignment. Students with questions about the appropriate use of laptops should ask those questions on **the first day of class**; all other electronic entertainment and communications equipment must be silenced and concealed at all times during class.

**See the Calendar of Assignments on the following page.**

### Calendar of Assignments

Assignments from the *A Writer's Resource* are indicated by "WR," from *The Curious Researcher* by "TCR," from *Criteria 2010-2011* by "Cr," posted on Blackboard by "Bb," and from *Barefoot Gen* by "BG." Other handouts will be available under the Course Documents tab on Blackboard in the corresponding Assignment Folder.

	How to read this calendar: come to class each day <b>having completed</b> the reading materials and written assignments listed beside each date. <b>Left Column: first two hours of class</b> <b>Right Column: last hours of class</b>	
Th      15	UNIT I: HISTORICAL AND SOCIAL APPROACHES TO YOUTH CRISIS NARRATIVES Discuss: course requirements, the purpose of research; Notes and how they work; brainstorming individual research topics; <i>TCR</i> , "Note-taking Techniques" in Chapter 3;	Benefits of primary and secondary sources; lecture on Native American children relocation; group research of primary sources (Native American children)
Fr      16	Discuss: Presentation of primary sources; <u><i>Flight</i> (corresponding 1-Page Notes due: single-spaced, must abide by <i>TCR</i>); Lit Analysis essay instructions.</u>	Discuss <i>Huck's Raft</i> , pp 32-38, 170-172. Outlining research papers with primary and secondary sources; how to make effective annotations; <u><i>Flight</i> annotation due end-of-class (in-class activity).</u>
Mo      19	<u>First draft of Literary Analysis due.</u> Peer Workshop of essay; review/workshop embedding evidence, topic sentences, transitions, and strong thesis.	"Understanding Research Assignments" (Appendix C in <i>TCR</i> ); in-class research topic activity; how to approach/analyze visual texts.
Tu      20	<u>Final Draft of Literary Analysis Due.</u> UNIT II: RESPONDING TO GRAPHIC NARRATIVES Discuss: <i>Fun Home</i> ( <u>corresponding 1-Page Notes due</u> ); creating analytical questions	Discuss excerpts from <i>Huck's Raft</i> (Chapter 13); using secondary sources effectively ( <i>TCR</i> 126-131; 259-275); researching psychology databases: youth in crisis
We      21	Discuss: Excerpt of "The Pedagogy of the Image Text" (on Bb) ( <u>corresponding 1-Page Notes due</u> ); Discuss context and background of <i>Barefoot Gen</i> ( <u>corresponding 1-Page Notes due</u> ). Instructions for in-class essay. Writing activity: thesis	Strategies with Peer-Reviewed Sources. In-class research of sources that offer historical and social contexts.
Th      22	Discuss: Presentations of source materials; incorporating sources in essays/commentary. Writing activity: balancing evidence and commentary.	<i>ImageText In-Class Essay. (50 min)</i> Discuss: Research topic (literature and crisis) & research blog exercises
Fr      23	UNIT IV: (INDIVIDUAL RESEARCH) YOUTH CRISIS: PATHS TO IDENTITY Discuss: <i>TCR</i> , Introduction (7-17) and Chapter 1 ( <u>corresponding exercises due on blog end of class</u> )	Chapter 2 of <i>TCR</i> "Developing a Strategy" (61-113); ( <u>corresponding exercises due on blog</u> ); begin researching source notes in class.
Mo      26:	Memorial Day Holiday	

Tu	27	Discuss: chapter 3 of <i>TCR</i> ; <u>source notes 1-6 due</u> ; TCR research exercises in class. Guided Research: Sources 6-9.	Lecture: Organizing Longer Papers (Paradigm workshop), Outlining the research paper.
We	28	Discuss: <i>TCR</i> , “Drafting” Chapter 4 (139-218); in-class workshop on thesis statements; strategies for introductions and conclusions.	<u>Annotations 1-9 Due by end of class (Approx. 3-4 pages total)</u> ; instructor feedback on annotations by Thursday AM.
Th	29	First 5 pages of research paper and full outline due; in-class workshop and instructor feedback on commentary and sources, weak logic, weak transitions.	Fixing logical flaws, gaps, and transitional glue; <i>TCR</i> , discuss “Revising” Chapter 5 (221-256); significant revising and polishing overnight.
Fr	30	Discuss: Reviewing complete draft of research paper; self-editing and revision workshop.	Self-reflective evaluation. Final paper (10 pages) with Annotated Works Cited due via SafeAssign on Blackboard.